# INHERENT REQUIREMENTS

## School of Education

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**The School of Education prepares graduates to teach through its initial teacher education programs.**

These include Bachelor of Teaching and Master of Teaching.

These programs aim to provide graduates with the basic knowledge, skills and competencies required for professional practice as graduate teachers in Australian secondary government and independent schools.

> **Inherent requirements are capabilities and knowledge required to perform essential tasks effectively and safely for a specific purpose such as employment or study.**

These programs must meet State and National requirements which include:

• Successfully completing an accredited Initial Teacher Education (ITE) degree (Bachelor of Teaching or Master of Teaching)

• Eligibility to become registered teachers under the provisions of the Teachers Registration Board of South Australia (TRB SA)

• Meeting the Australian Professional Standards for Teachers (APST) in all 37 Focus Areas to Graduate level as required by Federal Government legislation

• Successfully completing the Literacy and Numeracy Tests for Initial Teacher Education (LANTITE) as required by Federal Government legislation

• Holding Working With Children Check (WWCC) as required by South Australian Government legislation for working with children

• Successfully completing any other training or certification required for working as Pre-Service Teachers (PST) in South Australian Secondary and Primary schools, including but not limited to Reporting Abuse and Neglect - Education and Care (RAN-EC) training.

• Meet the inherent requirements of these programs.
  These include being able to:

  • undertake and complete a series of prolonged professional experience placements in secondary schools in line with the requirements of a full-time teacher

  • meaningfully and responsibly interact with and teach students

  • have sufficient numeracy and literacy skills to teach their subject specialisations and perform their duties as teachers effectively

  • collaborate and interact professionally with colleagues and parents/carers

  • meet all requirements for teacher registration

## What are Inherent Requirements?

Inherent requirements are capabilities and knowledge required to perform essential tasks effectively and safely for a specific purpose such as employment or study.

The following inherent requirements are a guide to the practical, physical, cognitive and personal capabilities required when working as a teacher and to successfully complete the University of Adelaide Bachelor of Teaching or Master of Teaching programs.

They are offered, not to restrict entry to or continuance in these programs, but rather to enable students to develop appropriate expectations of the study and work they plan to undertake which enables them to manage their capabilities for effective independent professional practice.

## Reasonable Adjustment

The University of Adelaide supports the inclusion of students with disabilities by providing reasonable adjustments.

In determining whether an adjustment is reasonable, the University will take into account:

• the nature of the disability

• the effect of the adjustment on the student's ability to achieve and demonstrate the required learning outcomes, and to participate in the program

• the effect of the proposed adjustment on anyone else, including staff and other students

• the reasonability of costs and logistical impact

Reasonable adjustments may include modification to assessment and provision of additional support services; however, adjustments cannot be provided which would undermine the core or inherent learning required and thus compromise the academic integrity of the program.

Once enrolled at the University of Adelaide, students with disabilities have access to the University's Counselling & Disability Support services, offered through Student Life, whose role it is to collaborate with other University staff to provide adjustments required for courses and examination, and to provide information and advice to assist students to achieve their learning outcomes.

Employers of teachers must also consider what adjustments are reasonable in the workplace to accommodate the varied capabilities and needs of students, staff, parents/carers and visitors.

## Workload

The first, second and third years of the Bachelor of Teaching degree are structured in line with standard University of Adelaide semester-based schedules.

However, the fourth year of the Bachelor of Teaching and the Master of Teaching are scheduled as 'over-load' enabling completion in a shorter duration.

Full-time Bachelor of Teaching students undertaking their fourth year are expected to complete all course requirements by early October of their final year.

Full-time Master of Teaching students are expected to complete within 18 months of commencement.

Professional Experience placements must be undertaken over a substantial and sustained period of time in line with the requirements of a full-time teacher that meets the requirements for teacher registration.

A full-time teaching day is usually from 8.30am to 4.30pm. While on professional experience placements students will be working to a level expected of a full-time graduate teacher. This ensures they meet the Standards required of a Graduate teacher.

To do this successfully, students must effectively manage:

- their health and well-being
- their time, and
- the range and scope of commitments they have in addition to study, including additional study, personal circumstances and paid employment.

Students are expected to plan for this time commitment in advance and should seek advice from the School of Education if they anticipate being significantly disadvantaged by this requirement.

## Communication

Communication skills are essential to the practice of teaching and studying.

Students and teachers are required to effectively and appropriately communicate in a range of contexts and environments, for a range of purposes, in a range of modes and with a range of audiences.

Skills required include but are not limited to:

### Speaking

Effective verbal communication, in English, is an essential requirement for all courses offered by the University of Adelaide.

The student manages verbal information sufficiently:

- to elicit information or ideas
- to instruct, guide, advise, question or inform
- to be heard and understood by a range of others including students, colleagues and parents/carers
- to communicate identified risk to others or self
- in English.

### Hearing

Competent aural communication is required to effectively access course content and to be responsive to the demands of professional and field experience.

The student manages auditory information sufficiently:

- to receive and interpret spoken communications from others
- to understand spoken English
- to participate in discussions with different sized groups of others, in a variety of environments and for a variety of purposes
- to differentiate sounds, background noise, alarms and speech
- to identify risks to self and others in the immediate environment
- to interpret distress, a change in mood, activity or posture in others.

> **Communication skills are essential to the practice of teaching and studying.**

### Seeing

- to visually identify and differentiate students, colleagues and parents/carers
- to identify and manage behaviour
- to identify risks to self and others in the immediate environment
- to be aware of activity of others in both immediate environment and at a distance within common workplace locations such as classroom, corridors and school yard
- to recognise non-verbal communication
- to interpret distress, a change in mood, activity or posture in others
- to differentiate size, colour and other characteristics of objects where relevant to the subject matter and/or teaching environments.

### Writing

Effective written communication in English is required to effectively access course content and participate in professional and field experience.

The student manages written information sufficiently:

- to record and communicate ideas and information, for self and a range of others to read for a variety of purposes in English.

### Reading

- to access and comprehend information from a variety of formats, including hand written, printed text, on-line information, graphs and diagrams in English.

### Numeracy

- to perform calculations for reporting and administrative tasks
- to teach knowledge, skills, concepts and ideas, and their application
- to be able to interpret data for reporting purposes

### Using technology

- to perform teaching, writing, reading, reporting, communication and administrative tasks.

## Physical

The work of teachers is physically demanding. Effective classroom management requires movement throughout and between learning spaces, some of which may be away from the normal school campus.

Effective teaching requires sustained, prolonged and heightened concentration, awareness and reflection.

Skills required include but are not limited to:

- lifting, holding and using instruments, equipment and teaching resources required for the subject area
- manoeuvring around furniture and people in confined spaces of the classroom
- moving between spaces and locations within the school, over various surfaces and potentially between levels of buildings
- moving self and others to safety effectively and in a timely manner when required.

## Decision making and planning

Planning, facilitating, assessing and reporting on learning are integral to the work of teachers. This includes ensuring the learning environment is safe and supportive.

To do this pre-service teachers must have the cognitive capability to problem solve, reason and synthesise information to make decisions and take actions in an appropriate and timely manner in the workplace (schools and classrooms) and for study.

This includes but is not limited to:

- sound decision-making
- making consistent and evidence-based judgments
- ethical reasoning
- identifying causal relationships between events and/or actions and/or decisions
- breaking problems down into their component parts
- prioritising tasks and workload appropriately
- applying learned information in decision-making
- utilising conceptual frameworks to guide practice
- identifying and applying important and relevant information
- assessing and diagnosing problems/needs/issues and developing a plan to appropriately resolve/address/respond.

## Behavioural and Social

Teaching and studying are social activities requiring high order self-awareness and interpersonal skills.

This includes but is not limited to:

- functioning effectively in stressful situations
- dealing with uncertainties
- demonstrating consistent cognitive function
- demonstrating sufficient self-awareness to manage fluctuations in health and emotional status
- adapting to change
- maintaining logical and realistic thinking patterns
- perceiving, recognising and responding appropriately to emotion
- perceiving and respecting relationship barriers
- demonstrating personal insight in regards to safe and professional practice
- interacting appropriately with students, colleagues and parents/carers from a variety of backgrounds including but not limited to cultural, social, economic, educational, language and religious backgrounds
- communicating sensitively, professionally, respectfully and ethically with others.

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## KAURNA ACKNOWLEDGEMENT

We acknowledge and pay our respects to the Kaurna people, the original custodians of the Adelaide Plains and the land on which the University of Adelaide's campuses at North Terrace, Waite, and Roseworthy are built. We acknowledge the deep feelings of attachment and relationship of the Kaurna people to country and we respect and value their past, present and ongoing connection to the land and cultural beliefs. The University continues to develop respectful and reciprocal relationships with all Indigenous peoples in Australia, and with other Indigenous peoples throughout the world.

## FURTHER ENQUIRIES

The University of Adelaide SA 5005 Australia

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